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ABSTRACT

The first of three volumes of Project PRISM, a program designed to help classroom teachers (grades 6 through 8) provide for the needs of their gifted and talented students without removing those students from the mainstream of education, outlines the project's background and achievements. Sections review the following project aspects (sample subtopics in parentheses): training (workshop and graduate course content): identification (procedures for identifying academic, art, and music talent): services (workshops, independent study, mentorship, curriculum adaptation, in school minicourses, and resource materials and curriculum aids): a model independent study program: brief summaries by classroom teachers of class activities for gifted and talented students: counseling (individual and group counseling for students, parent and teacher workshops): parental involvement: program evaluation: and program adaptation (training, project timeline). Sample forms are appended. (CI)

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PROJECT S—M

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PROJECT MANUAL

A SUPPORT MODEL FOR GIFTED AND TALENTED STUDENTS

EC 130848

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BACKGROUND

A Backward Glance

Project PRISM, an ESEA Title IV-C funded program, operates in the SPOKE collaborative towns of Easton, Foxborough, Mansfield, and Norton. PRISM is designed to help classroom teachers provide for the needs of their gifted and talented students without removing those students from the mainstream of education. The Project targeted teachers of grade six in the first year and expanded to grades seven and eight in subsequent years, as well as providing in-service training for interested elementary and high school teachers.

Representatives of the four participating communities wrote the original PRISM proposal during the 1976-77 school year. After extensive research and a needs assessment of the four towns, the proposal writing team found that, despite concern for gifted and talented students, little was being done to facilitate their education. In order to best meet the needs and philosophical goals of the communities involved, the proposal writing team designed PRISM as a mainstreamed program. It was believed that an integrated approach to gifted education was the most economical and would help to avoid the elitist label often given to separatist programs. An integrated program would also take care of the special educational needs of the gifted students throughout their entire school day. Too often with the resource room model, gifted students only receive a differentiated educational program for the few hours they are in the resource room. Classroom

teachers tend to see the resource room teacher as relieving them from the responsibility of consistently meeting the needs of their gifted students in the regular classroom. PRISM was designed to avoid this problem by training all the teachers in Gifted Education so that they were able to develop appropriate curriculum modifications for their gifted students.

During the first year of operation, the PRISM staff worked with the teachers of grade six to develop and implement an identification procedure that located gifted and talented students in academic areas as well as art and music. While maintaining primary responsibility for their identified students, teachers worked with PRISM staff to establish independent learning projects for those students. These projects were beyond the scope of the regular classroom curriculum and stressed the higher level thinking skills. The PRISM staff also assisted teachers in differentiating their regular curriculum in order to meet the learning needs of their gifted students. In addition, some mentorship programs were set up and mini-courses both during and after school were also organized.

The second year involved in-service training for all seventh and eighth grade teachers as well as interested elementary and high school teachers, in order to plan for program expansion.

The main focus of the third and final year of the project was different from the previous two years. The last year was devoted to intensive training for interested teachers within the participating communities, as well as helping each town implement a gifted program appropriate for their local needs that will continue after the project formally ends. The first goal was accomplished by offering two, three-credit graduate courses, Introduction to Gifted Education and a Practicum in Curriculum Development for Gifted Students. Over seventy-five teachers, administrators and counselors participated and upon successful completion received graduate credit from Boston College.

In order to facilitate accomplishing the second goal, each town was given a mini-grant of $6,000. The way this money was utilized varied according to the individual needs and concerns in each school system. Some ways the districts spent the money included the purchase of teacher and student resources, library books, additional in-service training, use of consultants, etc.

TRAINING

I. The Workshops

Every sixth, seventh and eighth grade teacher participated in three full days of in-service training on Gifted Education. The workshop always took place during regular school hours, usually as part of each system's in-service program. Outlines of the content of the workshops follow.

Workshop A - Awareness

1. Gifted checklist filled out
2. Introduction and discussion of various definitions
3. Review answers to gifted checklist
4. Historical perspective
5. Discussions of characteristics of gifted students

Workshop B - Identification

1. Overview of various identification procedures
2. Use of tests to identify the gifted students
3. Use of nominations and interviews to identify gifted students
4. Identification simulation
5. Teachers take sample tests
6. Development of process to be used in individual school

Workshop C - Curriculum

1. Review of identification procedure
2. Approval of process to be used
3. Overview of curriculum models
4. Overview of program alternatives
5. Brainstorming on how various models can be used by individual teachers
6. Reviews of resources available in school system and community

II. The Courses

During the third year of the project teachers from all grade levels, specialists, administrators and counselors were invited to take graduate courses offered by the PRISM staff. One course was offered each semester and each carried three graduate credits from Boston College. Over seventy-five professionals from the four towns have taken at least one of these advanced courses. Over forty have taken both and twenty have taken additional graduate courses offered by other universities. This leaves a core group of professionals in each community who have received extensive training in the area of Gifted Education and can help their school district implement future programs.

Course A -
Introduction to the Education of the Gifted and Talented -
first semester - 3 graduate credits

This course is designed to provide participants with an overview of the field, through readings and class discussions of the following topics:

1. Historical Perspective - history of the measurement of intelligence; early researchers such as Terman, Hollingworth, Ross, Lehman, et al; gifted education in American education during the 20th century.

2. Characteristics - explanation of various types of giftedness according to the federal definition, as well as other experts in the field (i.e. Taylor, Stanley, Renzulli, etc.); case studies of famous people as reported by McKinnon, Getzels, Goertzel and Goertzel, Lehman, Ross, etc.

3. Identification -

   A. Tests

      a. Basic concepts of standardized testing norming

procedures - normal distribution; percentiles; stanine, grade equivalency scores.

b. Investigation into content of variety of group tests - aptitude (verbal, numerical, abstract reasoning); achievement, diagnostic.

c. A look at individual tests - WISC, Slossen, Peabody

d. Creativity tests - Torrance, Meeker, Guilford

e. Use of standardized and criterion-referenced tests in identification.

B. Subjective Information

a. Nominations

b. Rating scales - i.e. Renzulli

c. Matrices - i.e. Baldwin

C. Designing Appropriate Identification Procedures

a. Population SES

b. Age of children

c. Size of system

d. Efficiency and effectiveness

4. Theories of Intelligence - primary focus on Piaget, Spearmen, Thurston and Guilford

5. Theories of Creativity - a look at relationship of creativity and mental health; the creative personality and family background; the self-actualized creative person; androgynous creative person, etc.

6. Program Options - investigation into variety of delivery models for gifted education and research on effectiveness of each, including:

a. Mainstreamed programs

b. Resource rooms

c. Itinerant teachers

d. Magnet school

e. Self-contained classes

f. Special schools

g. Advanced placement courses

h. Early entrance

i. Other accelerative options

7. Guidance - special issues involving the guidance and family problems surrounding gifted children.

8. Teachers - special personality characteristics and training needed by teachers of the gifted; research studies on effective teachers of gifted students.

9. Curriculum Development - how to differentiate curriculum in order to reach higher level thinking; review of Bloom's Taxonomy; discussion of appropriate learning environments and learning/teaching styles.

10. Requirements for the course:

a. Attendance at classes including participation in class discussions

b. Weekly reading assignments

c. Mid-term exam

d. Final exam

e. Term paper

f. Visit to at least one gifted program outside the system and interview of program director

Course B -
Practicum in Curriculum Development for the Gifted Student - second semester - 3 credits

1. Prerequisite - a satisfactory completion of three-credit graduate course in Education of the Gifted and Talented.

The basic focus of this course will be to help participants utilize their understanding of the theory and research in Gifted Education toward the development and implementation of a differentiated curriculum for their gifted students.

2. Content - Participants will receive three weeks of instruction on curriculum development and evaluation for the gifted student. The class members will then be expected to develop and conduct six weeks curriculum for one or more gifted students. During that period, participants will be expected to meet with the course instructors at least twice for progress reports, advice, etc. The course instructors will act primarily as facilitators and resources throughout this course with the bulk of the responsibility on the class members.

3. Course Requirements - Each course member will be expected to complete one course project that will consist of the following:

   a. Rationale and theoretical basis for curriculum

   b. Method of identifying students for this particular curriculum

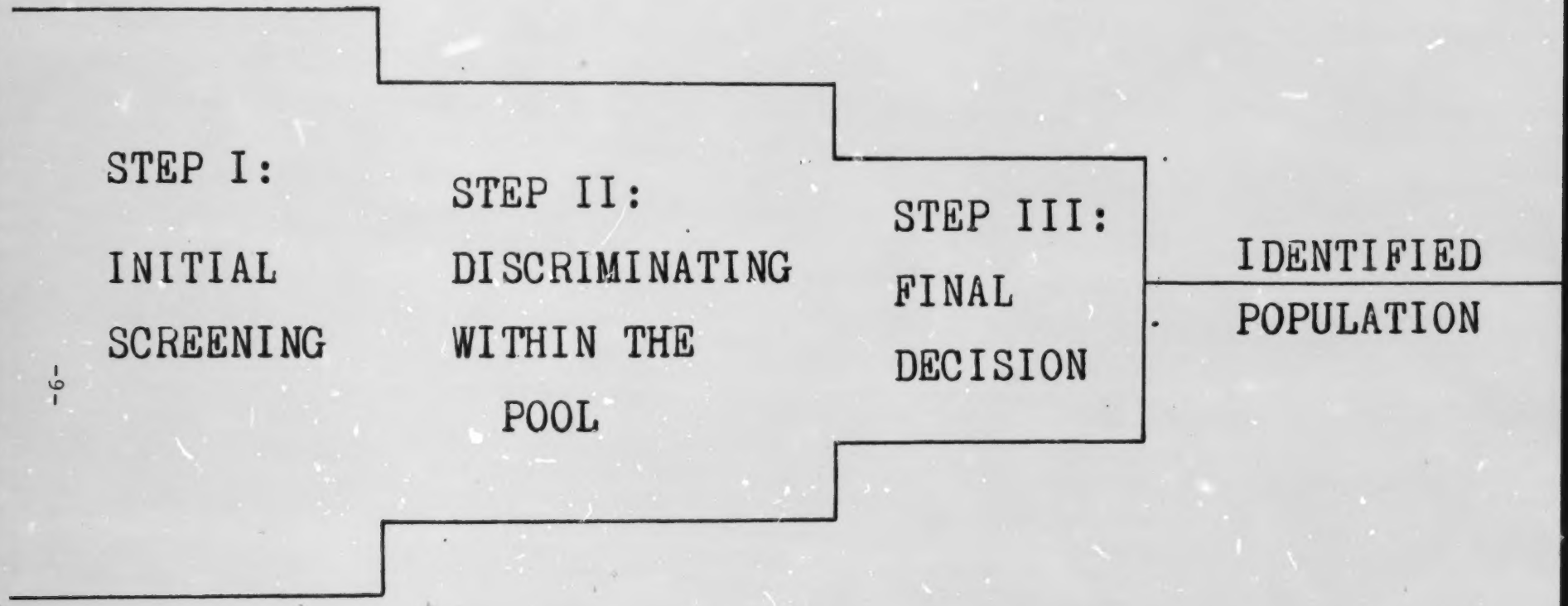
   c. Goals and objectives of curriculum

   d. Process of instruction and observations

   e. Evaluation of curriculum

   f. Summary and recommendation for adopting and/or adapting curriculum

IDENTIFICATION



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IDENTIFICATION PROCESS

OVERVIEW OF IDENTIFICATION IN ACADEMIC AREAS

The identification process used by PRISM was jointly developed by the Project staff and 6th grade teachers in the participating towns. It is a "funnel type" process, consisting of three stages. The purpose of such a process is to collect a balance of objective and subjective data, from as many sources as possible, in order to get the broadest possible view of each child's abilities. The small size of each of the PRISM communities was an asset in gathering information and made it possible not to have to establish test score cutoffs that could eliminate underachievers, creative and/or artistically gifted students.

A. Initial Screening

The first stage of the PRISM identification process consists of establishing an initial pool of students by collecting nominations from teachers and parents. (See appendix for forms, letters, etc.) In addition, three types of test data for the academically talented students were collected: group IQ test scores; group achievement test scores and the Standard Progressive Matrices by J. C. Ravens, a measure of abstract reasoning ability. Local norms were established for the Raven's by testing over 2,000 fourth, fifth, and sixth graders.

Students scoring at or above the first standard deviation on the Raven's; two standard deviations above the school mean on the group IQ and/or achievement test; or receiving a nomination from a teacher and/or parent were included in the initial pool.

B. Discrimination Within the Pool

The initial pool of students was then tested with more difficult instruments. Three sub-tests from the Academic Promise Test (APT) were used: abstract reasoning; verbal reasoning and mathematical reasoning. Since the APT was designed for use with sixth through ninth graders, it was found to be difficult enough to prevent students from reaching the ceiling score, something many were able to do on the regular group achievement tests. Once again, local norms for this test were established by using one system's entire sixth grade population.

In addition to the new test data, interviews were held with each student's teachers in order to get more specific information about the students.

C. Final Decision

All information from the first two steps was then put on case study sheets (see appendix for samples). Then a suggested list of students was submitted to each school. Inclusion on this list was based on performance data from all the tests and information from teachers and parents. Whenever possible, an informal interview with the student was also conducted by a PRISM staff member. At these interviews a student interest inventory was completed (see appendix for sample).

Another meeting was then held with all sixth grade teachers where the recommended list was evaluated and a final group identified.

Most students who received high test scores also received nominations from one or more sources. There were cases, however, where students were finally admitted to the program based on outstanding test performance, without having been nominated by teachers and/or parents. Students who did not score extremely well in one or more of the standardized measures, but were strongly recommended due to class performance and interest were also considered. The staff tried to always keep a balance between the objective and subjective data, recognizing that test scores alone can be quite deceiving in recognizing true giftedness.

While the "funnel" type identification process could possibly cause problems with parents and students who feel that they belong in a gifted program but are not selected, this was not the case with PRISM. It may be that this problem was averted by the way the program was initially explained to the parents as well as the balance of subjective and objective data used in the identification process.

Each parent was originally sent a letter (see appendix for sample) inviting them to nominate their child, if they felt their child <u>needed</u> a differentiated curriculum in order to reach his/her full potential. The fact that many children achieve very well in class but may not benefit from more sophisticated work was pointed out in this letter. These students may already be working to their potential, and to expect more would be to put undue pressure on

them. The objective test data collected during the screening process helped the PRISM staff make these decisions.

There are, however, many things which must be carefully considered when developing an identification procedure. Some of those considerations have been listed below, in order to help other projects.

Considerations for Identification

I. Screening

A. General Considerations

1. Is it politically and educationally defensible?
2. Is it cost and time effective?
3. Will it uncover hidden talents or problems?
4. Is it administratively reasonable?
5. What is the time-line?
6. Does it address all areas of giftedness?
7. Are privacy and discretion insured?

B. By Nomination

1. Who may nominate? (school personnel, same age/older/younger peers, parents, community, self.)
2. Will separate nomination forms be developed for various sources? Can some items be parallel?
3. Do forms reflect a balanced variety of characteristics for each area of giftedness being identified?
4. Should questions on form include negative as well as positive descriptors?
5. When and how will sources be informed about program?
6. Will students submit creative products at this time?
7. Should teachers fill out nomination forms for all students?
8. Do all 6th grade students/parents receive forms?

C. By Testing

1. Is test data already available? How recent is that data?
2. What tests are available? (Note: Certain tests will only identify academically or intellectually gifted.)
3. What is the validity of the test? reliability? ceiling? appropriateness of test for gifted program?
4. Will tests help in diagnosis of general intellectual ability and specific academic aptitude?
5. Are criterion-referenced tests available? Could they be developed?

D. Should/How/Can tests and nominations be used together?

II. Discriminating Within the Pool

A. General Considerations (same as IA)

B. Nominations

1. How many nominations are needed from the sources used (school personnel, parents, community, peer, self) to be placed in pool for further consideration for the program?

2. Is there a need to weight nominations?
   a. How many teachers know the student full-time? part-time?
   b. How many teachers know the student for a special purpose?
   c. Did all 6th grade students/parents receive forms?
   d. How many friends does a child have?
   e. Should some characteristics count heavier than others?
3. Are there nominations in all areas of giftedness?

C. Tests

1. Who decides cut-off point (percentage on score)?
2. Should there be a percentage or score cut-off for immediate inclusion in program?
3. Can tests be used diagnostically?
4. If so, what strengths are indicated?
5. Are there discrepancies in performance?
6. Should further testing be advised? Is it possible?
7. What alternatives are available if further testing is not possible?
8. Does it matter if there are more students in one specific area than another?

D. Use of panel of experts to evaluate creative products/ performances

1. Should product evaluation be only criteria for getting in initial pool?
2. Can workshop be conducted to determine potential in art, music, dance etc. (particularly of disadvantaged student)?
3. Should interview be conducted?

E. Assessment of student need for gifted program

1. Can students be directly questioned?
   a. questionnaires
   b. interest inventory
   c. interview
2. Should aptitude tests be administered to indicate underachievement?
3. Should there be further diagnostic forms?
4. Will suspected need for program be considered more/ less important than demonstrated ability?

F. Establishment of basics for immediate inclusion

1. Will (nominations) alone be enough to qualify student
   (test scores)
   (performance)
   at this point?
2. If a combination of factors are to be considered, will they be of equal importance?

G. Consolidation of information into Profiles for consideration of borderline cases by Screening Committee.

III. Final Screening Committee(s)

A. General Considerations - same as IA

B. Organization of committee(s)

1. Is there a need for separate committees for evaluating academic vs. creative gifts?
2. Who should be on the final screening committee(s)?
   a. all in-serviced teachers?
   b. representative teachers?
   c. specialists?
   d. parent?
   e. principal?
   f. PRISM staff
   g. others?

C. Reviewing process by committee(s)

1. Will students be ranked prior to committee review? If so, by whom?
2. Will students be reviewed anonymously?
3. Will decisions be based on numbers? need for program? type of giftedness?
4. Will decision be reached by consensus or vote? Veto?
5. Will all nominees be reviewed or only "borderline cases"?
6. Will committee have access to raw data about students?
7. What other information about the students does the committee need to consider in order to make decisions?

IV. On-Going Considerations

A. Will there be a mechanism for picking up/dropping students later on?
B. How will parents be informed about identified students?
C. How will students be graded for work done?
D. Will students receive credit for work done?
E. How will scheduling arrangements be made?
F. What space will be utilized?
G. What resources are available for students' specific needs?
H. How will identification process be defended to parents whose children haven't been included?

Identification for Art and Music

Since academic test scores are an inappropriate way to identify artistic and musical talent, product/performance evaluations were done instead. The way each school carried out this procedure varied slightly according to the personnel involved, but the basic plan was the same for all four communities. In art, each child was invited to submit three different products of his/her own creation. These were then rated anonymously by a team of art teachers. Whenever possible a teacher other than the child's own art teacher was the rater. In one school, where art is not offered to the sixth grade, the 8th grade art teacher invited students to attend a special class where they were given a special project. The teacher then rated the process by which the child worked as well as the final product. This helped equalize the situation for children with innate talent who, as yet, have not had the opportunity to develop artistic skills.

In music, students who had previous training were asked to submit tapes of their work. Those students who had not had previous training in music were asked to attend an interview with one or more music teachers, where they listened to musical selections and were asked questions that would demonstrate their musicality, tone, pitch, rhythm, etc. Again, this procedure helped reduce the chance of only identifying children who had opportunities for previous musical training. (See Appendix for art and music rating sheets.)

Tasks Performed by Project Staff In Order to Implement Identification

Academic

1. Screen by reviewing all standardized test score data to select top 5%

2. Raven's

   Schedule
   Administer
   Score
   Norm
   Tally scores
   Report information back to teachers

3. Send parent nomination forms and letter of explanation
   Collect parent nomination forms
   Tally parent nomination forms

4. Distribute teacher nomination forms
   Collect teacher nomination forms
   Tally teacher nomination forms

5. Consolidate all test and nomination information on case study sheets

6. Select panel or person to review case study sheets and select initial pool

7. Schedule meeting and meet with teachers to discuss initial pool

8. Schedule further testing
   Test initial pool with APT
   Score APT
   Norm scores
   Add to case study sheets with additional teacher input

9. Review case study sheets and make a recommended list

10. Schedule meeting with teachers
    Meet with teachers and discuss recommended list

11. Make final selection with teachers

12. Send notification to parents of students nominated and/or tested but not selected

13. Send notification to parents of selected students

14. Hold meeting with parents of selected students to explain program

Art

1. Tally parent nomination forms
2. Tally teacher nomination forms
3. Schedule with art teachers a competitive workshop for all nominated students
4. Arrange judges
5. Select final group
6. Notify parents of unselected students
7. Notify parents of selected students

Music

1. Tally all parent nominations
2. Tally all teacher nominations
3. Select and hold music interviews
4. Make final selection
5. Notify parents of unselected students
6. Notify parents of selected students

SERVICES

SERVICES AVAILABLE

Workshops -

Two types of workshops can be arranged: basic awareness and special interest. Basic awareness workshops run by PRISM staff include explanations of definitions, characteristics, identification, and curriculum differentiation. Special interest workshops focus on teaching a particular content area to gifted/talented students. Thus, in the latter case, a group of science teachers could request a workshop run by a science teacher experienced in working with G/T students.

Independent Study -

PRISM staff will assist teachers in designing an independent study project with student input which will stress the higher level thinking skills.

Mentorship -

PRISM staff will assist the teacher in locating a community resource person to serve as a mentor for a gifted/talented student exhibiting high interest/ability in a particular area.

Curriculum Adaptation -

PRISM staff will assist teachers in adapting their existing curriculum to stress the higher levels of thinking appropriate for gifted students.

In-School Mini Courses -

In response to a teacher's request, PRISM will arrange an in-school mini-course on a particular topic to be conducted by community resource people for a group of motivated gifted/talented students.

Resource Materials and Curriculum Aids -

A collection of current literature dealing with gifted and talented education is housed in each middle school library. More books, games, and simulations are available at the PRISM office. Consult PRISM's Annotated Resource List for descriptions of resources.

REQUESTING SERVICES

Teacher(s) and/or Other School Personnel within the four PRISM communities can request assistance of the PRISM staff. Meetings will focus on the potential giftedness of a particular student and the possibility of differentiating curriculum.

In The First Meeting:

Available background information and the needs of the student will be examined.

General concepts of gifted education will be discussed.

Plans may be made for gathering additional information on the student.

PRISM staff and teacher may schedule a second meeting and optional classroom visit(s).

In The Second Meeting:

The teacher and PRISM staff will evaluate any new data on the student.

After considering the school's curriculum, the teacher and PRISM staff will outline appropriate arrangements for the gifted student.

In The Third Meeting:

A follow-up meeting will be held to discuss the effectiveness of the plan and to make adjustments where necessary.

A MODEL PROGRAM

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Bea Smith

The following is a model independent study program developed by Peter Holster and Bea Smith of the Norton Middle School, Norton, MA. The program has evolved over the last seven years. Further information can be obtained by contacting Mr. Holster and Ms. Smith.

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INDEPENDENT STUDY PROGRAM: NORTON MIDDLE SCHOOL

Independent Study Defined:

"That instructional technique which capitalizes on the students interest in a particular area by allowing the youngster to pursue research outside the confines of the classroom."

Criteria of an Independent Study Program:

1. The student selects his own research topic.
2. The selection is followed by teacher-student planning to develop and clarify the goals of the project.
3. For the duration of the research study, students are excused from attending regularly scheduled classes and are not held responsible for tests, quizzes, and homework assignments in the discipline in which the research is being conducted. The student, however, may occasionally be asked to attend the class on a specific day when an important presentation is being made.
4. Sufficient time is given to complete study.
5. The research can be carried on either in school facilities or elsewhere if necessary as agreed upon by the student and the staff members involved.
6. The work completed is accepted in lieu of the class work done by the other students.
7. Evaluation of the independent study project involves the student and members of the staff.

Student Criteria for Independent Study:

1. The student must demonstrate genuine interest in a particular project.
2. The proposed research must be beneficial to the youngster.
3. The pupil must be able to function with a considerable degree of success while working outside of the typical classroom structure for a period of time.

Identification Process:

I. Establishment total possible (pool)

A. Student profiles
   1. I.Q. (Otis Lennon) * See bottom of page
   2. S.A.T. scores (Stanford Achievement) base score total battery - 10.0 (7th 10.5 8th)
   3. Term grades
   4. Subject pre/post tests

B. Teacher evaluation
   1. Adaption of Renzulli-Smith early childhood form
   2. Classroom observation - maturity; responsibility; interest areas; restrictions; possible problems, including family

C. Peer nomination form (adapted by supervisors)

II. Evaluation by team for the gifted and talented (IDS evaluation form)

A. Administrator (1)
B. Program supervisors (2)
C. Guidance counselor (1)
D. Teachers (5)

III. Student motivational evaluation - prerequisite report (3-4 pages)

A. Narrative - self-evaluation on interests, etc.
B. Motivational aspects - Why?
C. Teacher evaluated for possible problem areas within the scope of the subject all skills needed.

IV. Functional evaluation (two week trial period)

A. Self-evaluation
B. Advisor evaluation

* The WISC IQ test will be administered to all final candidates before completion of two week trial period for a purely comparative analysis with the Otis Lenon I.Q. test. (Group test)

Parental Involvement:

1. Supervisors of program will meet with parents of those students selected by the IDS evaluation team. (End of Step 2)

2. Parents will receive general information on program; have questions answered; and be asked to contribute their expertise in the role of advisors for students in particular areas along with the teacher advisors.

STUDENT PROFILE SHEET

Name_____ Grade_____ IQ_____
last first

Parents' Occupations:_____
mother father

S.A.T. scores:

Total Battery	Soc. Science	Science	Language

Term Grades:

	7th	1	2	3	4	F	8th	1	2	3	4	F
Science												
English												
Soc.Science												

Additional Information: Pre-Tests/Post-Test Scores

Subject				

Teacher Evaluation Checklist Score (Composite) _____ Yes☐ No☐

Teacher Remarks:

- -

Prerequisite Report Evaluation and Comments:

- -

To Be Filled In After Final Acceptance

Parental Permission Yes☐ No☐ Subject Title: _____

Subject Area (Interdisciplinary) _____

_____ Classes Released From: _____

_____

TEACHER EVALUATION CHECKLIST

STUDENT'S NAME _____ DATE _____

SCHOOL _____ TEACHER COMPLETING FORM _____

SUBJECT _____ GRADE ____ AGE OF CHILD _____ SEX OF CHILD____

HOW LONG HAVE YOU BEEN ABLE TO OBSERVE THIS CHILD? _____ YRS./MOS.

DIRECTIONS: Please fill in the information requested above. Next, read each of the following items and consider the degree to which you have actually observed the presence or absence of each characteristic or behavior. Place an X in the appropriate place according to the following scale of values:

1 = seldom or never 2 = rarely 3 = sometimes 4 = almost always

		1	2	3	4
1.	Has displayed unusual talents in fine arts or practical arts	—	—	—	—
2.	Expresses a wide range of interests and is curious about almost everything that goes on around him/her.	—	—	—	—
3.	Asks many "intelligent questions" about topics being covered in the "normal" class situation.	—	—	—	—
4.	Uses keen observation and retains information about things he/she has encountered.	—	—	—	—
5.	Is able to transfer learning from one situation to another (e.g. from the identification to the application of a skill).	—	—	—	—
6.	Understands the meaning of and use for maps, diagrams, or graphs better than other children his/her age.	—	—	—	—
7.	Is able to fulfill academic expectations; follows through and completes all assignments.	—	—	—	—
8.	Accurately uses a large written vocabulary.	—	—	—	—
9.	Can express himself/herself orally with good verbal facility and is usually well understood.	—	—	—	—
10.	Exhibits extensive reading above grade level.	—	—	—	—
11.	Is able to accept constructive criticism of his/her work.	—	—	—	—
12.	Brings an imaginative quality to his/her work.	—	—	—	—

(GO ON TO NEXT PAGE)

Teacher Evaluation Checklist, Page Two

	1	2	3	4
13. Has a tolerance for uncertainty and open-ended questions.	___	___	___	___
14. Seeks out the teacher for individual inquiry or discussion.	___	___	___	___
COLUMN TOTALS	___	___	___	___
WEIGHT	X 1	X 2	X 3	X 4
WGT./COLUMN TOTALS	___	___	___	___

TOTAL POINTS _____

IN YOUR OPINION DOES THIS CHILD HAVE A DESIRE TO LEARN AND COULD HE/SHE COMMIT HIMSELF/HERSELF TO AN EXTENDED LEARNING EXPERIENCE? YES _____ NO _____

ADDITIONAL COMMENTS OR REMARKS TO BE CONSIDERED:

Adapted from: Renzulli-Smith Early Childhood Checklist, 1976.
Project PRISM, Teacher Nomination Form, 1977.

STUDENT OPINION POLL

DIRECTIONS: READ each question below carefully. THINK about a student in your class who fits the description. WRITE the student's name in the blank. You may put down <u>two</u> names if you wish. You may include <u>yourself</u> by writing your own name. TAKE YOUR TIME. If you can't think of anyone, leave the space blank.

GENERAL QUESTION: WHO IN YOUR CLASS...

1. draws the best pictures? a._____ b._____
2. creates the best designs? a._____ b._____
3. comes up with the best <u>ideas</u> for class projects? a._____ b._____
4. writes the best stories? a._____ b._____
5. writes the best poems? a._____ b._____
6. is the best musician? a._____ b._____
7. knows the most about music? a._____ b._____
8. is the best cook? a._____ b._____
9. is the best at sewing? a._____ b._____
10. Builds the best projects in wood/ metal shops? a._____ b._____
11. creates the best three-dimensional objects in art class? a._____ b._____
12. knows the most about science? a._____ b._____
13. knows the most about math? a._____ b._____
14. knows the most about history? a._____ b._____
15. always seems to have the school work done? a._____ b._____
16. seems to catch on to new things before anyone else in class? a._____ b._____
17. has to work harder than others but gets great marks? a._____ b._____
18. is the best athlete? a._____ b._____

(GO ON TO NEXT PAGE)

Student Opinion Poll, Page Two

19. is the best in foreign language? a._____ b._____

20. is the best singer? a._____ b._____

21. always seems to be reading? a._____ b._____

22. is the most exciting to listen to? a._____ b._____

FINAL QUESTION: If you needed extra help in <u>any</u> subject, what student in your class would you ask to help you if the teacher was not available?

a. _____ b. _____

IDS PRE-REQUISITE REPORT

GENERAL INFORMATION:

* This report must be completed NO LATER THAN _____.
* Only those IDS candidates completing this ON TIME will be eligible for the IDS program.
* No assistance will be given on this pre-requisite other than explanation of requirements listed below.

I. PURPOSE OF REPORT FOR IDS EVALUATION

A. to assist in measuring student's self-motivation and initiative
B. to assist in measuring student's interest in a chosen topic
C. to assist in measuring student's creativity of expression
D. to assist in measuring student's present writing and research skills
E. to assist in measuring student's ability to meet deadlines

II. OBJECTIVES FOR REPORT

A. to indicate what your final IDS project will prove, disprove, explain or demonstrate
B. to aid in directing the emphasis of an IDS project
   1. Will you have to change your subject?
      a. Is your subject too limited?
      b. Is your subject too broad?
      c. Can you find sufficient information?
   2. Will you have to redirect your research to another topic within your subject area?

B. to find and list possible sources of information
   1. books
   2. periodicals
   3. primary sources (original documents, experts in the field, laboratory experimentation, etc.)

III. CONTENTS OF REPORT (a minimum of three written pages not counting a bibliography)

A. A <u>personal</u> narrative expressing the reasons <u>why</u> you have chosen your particular subject for an IDS project
   1. When and how your interest began
   2. How you have demonstrated an interest in your subject <u>outside</u> of school and <u>regular</u> classroom work.
      a. hobby
      b. collecting
      c. travel experiances
      d. building
      e. training
      f. other
   3. What school courses, if any, have helped you further develop your interest
   4. In what manner, if any, do your future plans include this interest either professionally or informally as a hobby

B. <u>General</u> background information on your subject to include:
   1. Important people involved
   2. Significant events
   3. Noteworthy inventions, discoveries, or achievements

C. A list of resources used for the general essay
D. A list of at least three additional sources which <u>could</u> <u>be</u> used in your final IDS project
E. Entire report to be written <u>in</u> <u>your</u> <u>own</u> <u>words</u>

INDEPENDENT STUDY REQUIREMENTS

Each student will be Evaluated on the Following:

I. A project paper *

   A. Correct use of English mechanics (grammar, punctuation, etc.)
   B. Proper construction of paper (bibliography, footnoting, etc.)
   C. Glossary (at least twenty terms)

II. An oral presentation

   A. At least five minutes in length
   B. Use of visual aid (demonstrations, charts, models, overhead projections, films, slides, and other creative projects)

III. Weekly written evaluations of individual progress. These are to be discussed with your teacher and handed in promptly.

Important Notes:

1. Student may drop out of the program at any time through _____.
2. Student's final selection for project and individual goals must be approved by teacher in main area of study.
3. Students will visit the IDS bulletin board.
4. Students will meet regularly with their teachers as scheduled, bringing in all materials.
5. Students will make the best possible use of their time in school and after school hours.
6. Students must be willing to devote after-school hours on "extra help" Wednesdays and any other time required by the teacher.
7. All students will attend all other classes not included in the IDS program.
8. Visits to the Norton High School Library can be made with the permission of the teacher. Leave word on IDS board for Mrs. Smith.

* The above is explained in the handbook which each student will receive.

INDEPENDENT STUDY RESEARCH PROPOSAL

NAME _____

(Last, First)

AGE _____ GRADE LEVEL _____

TEACHER'S NAME _____

DATE PROJECT BEGUN _____ DATE COMPLETED _____

STUDENT'S STATEMENT AND/OR OBJECTIVES, IN GENERAL TERMS OF THE RESEARCH PROPOSAL: _____

_____

_____

_____

_____

_____

_____

_____

STUDENT SIGNATURE

TEACHER'S STATEMENT CONCERNING THE MAJOR OBJECTIVES HE HOPES THE STUDENT WILL ACHIEVE FROM THE STUDY: _____

_____

_____

_____

_____

_____

_____

_____

_____

TEACHER'S SIGNATURE

WEEKLY INDEPENDENT STUDY SUMMARY SHEETS

PUPIL'S NAME _____ DATE _____

PROGRESS MADE:

PROBLEMS ENCOUNTERED:

RESOURCES USED:

STUDENT SELF-EVALUATION

PUPIL'S NAME _____ DATE _____
(Last, First)

1. WHY DID YOU EVALUATE YOUR RESEARCH AS YOU DID?

2. WERE YOU SATISFIED WITH THE OPERATIONS OF THE INDEPENDENT STUDY PROGRAM?

3. WHAT SPECIFIC ADVANTAGES DID YOU FEEL THIS RESEARCH OFFERED YOU?

4. WHAT SPECIFIC PROBLEMS DID YOU ENCOUNTER?

5. WOULD YOU LIKE TO PURSUE INDEPENDENT STUDY PROGRAMS IN THE FUTURE?

6. DO YOU HAVE ANY RECOMMENDATIONS OR SUGGESTIONS TO MAKE CONCERNING THE INDEPENDENT STUDY PROGRAM? (I.E. Could this program involve your other academic disciplines?)

INDEPENDENT STUDY EVALUATION SHEET

PUPIL'S NAME _____ DATE _____

(Last, First)

Rating Scale: Excellent, Good, Average, Below Average, Poor

STUDENT'S EVALUATION _____

TEACHER'S EVALUATION _____

FINAL EVALUATION _____

TEACHER'S COMMENTS:

April 12, 1979

Dear Parent,

Your son/daughter has been selected to participate in the Norton Middle School, Independent Study Program for gifted and talented students. This selection has been made by a screening committee of teachers and administrators based on standardized test scores, teacher recommendation, student recommendations, and a pre-requisite report.

We realize that a program of this nature generates tremendous numbers of questions. In order to answer all of your questions, we are scheduling a parents' meeting for Wednesday, April 25, 1979, in room 39 of the Middle School at 7:30 p.m.

Thank you for this consideration, and we hope to see you on the 25th.

Bea Smith
Pete Holster
Coordinators of Gifted Education

Date _____

Dear Mr. Koss,

I am familiar with the Advanced Library Research Skill project for gifted sixth graders. I give my permission for my son/daughter _____ to participate in this limited program with the knowledge that he/she will be excused from the regularly scheduled reading or English class as recommended by the particular subject teacher.

Signature _____

NORTON MIDDLE SCHOOL

PARENTAL OR GUARDIAN PERMISSION FORM

Dear Mr. Koss:

I am willing to give my permission for my son/daughter, _____, to participate in the independent study program of the Norton Middle School. I realize that in pursuing this program my son/daughter will not be attending classes in a "normal" fashion and that he/she may be leaving the school facilities to make use of some of the resources available to this program outside of school.

_____
Parents/Guardian Signature

_____
Date

TO: IDS SUBJECT AREA ADVISORS

FROM: BEA AND PETE

Herewith are the pre-requisite reports written by those students whom you will be advising during the remainder of the fourth term. It is important to meet with these students, individually, as soon as possible in order to help them finalize their project proposals based on the area of interest. Each student should bring with him the proposal form to be filled out during this initial meeting. It is your job, as advisor, to help the student direct his research so that it is neither too narrow nor too broad in scope.

The subject area advisor is responsible for evaluating the research paper and oral presentation based on content and the degree to which the student has completed his objectives for the project. The English advisor will evaluate the paper and oral presentation on mechanics and language usuage.

The subject advisor's final evaluation will be the fourth term grade for the particular subject. This grade should be submitted to the student's regular subject teacher as soon as it is finalized. The regular subject teacher can also average in any work for the fourth term which was done before the onset of the IDS program if he or she chooses.

There is an IDS bulletin board directly across from the guidance office. The IDS participants have been instructed to visit this board daily for any communication from advisors. Please use the bulletin board for such communication if you can't see the student personally beforehand. Advisors should make a point of visiting the bulletin board each A.M. in case there's a student call for HELP.

PLEASE TRY TO SEE YOUR STUDENTS WITHIN THE NEXT FEW DAYS TO FINALIZE THE PROPOSALS. THEY WILL NEED YOUR GUIDANCE BEFORE CONCENTRATED RESEARCH CAN BEGIN.

BEA AND PETE WILL BE COMMUNICATING WITH YOU FREQUENTLY, BUT PLEASE DON'T HESITATE TO CALL ON THEM WITH ANY QUESTIONS.

ATTACHED YOU WILL FIND EXTRA PROPOSAL FORMS AND THE IDS REQUIREMENTS WHICH EACH STUDENT HAS RECEIVED.

SPECIAL NOTE: ATTEMPT TO SEE YOUR STUDENTS AT LEAST ONCE A WEEK TO CHECK ON PROGRESS, PROBLEMS, AND ATTENTION TO THE TASKS AT HAND. DEADLINES FOR FINAL DRAFT OF PAPER AND ORAL PRESENTATIONS WILL BE SET BY BEA AND PETE. AS ADVISORS YOU MAY SET WHATEVER OTHER DEADLINES YOU WISH - e.g. notecards, outlines, rough drafts, etc. in order to facilitate the student's individual progress.

TO: IDS ENGLISH ADVISORS

FROM: BEA AND PETE

Subject area advisors will be meeting with the IDS participants within the next few days to finalize the project proposals. By the end of the week of April 30, you should plan to see your students in order to guide them in research techniques and organization. Try to see your students at least once a week throughout the remainder of the fourth term. As the papers start to take shape, you may wish to see them more frequently depending on individual needs and progress. DEADLINES FOR FINAL DRAFT OF PAPER AND ORAL PRESENTATIONS WILL BE SET BY BEA AND PETE. AS ADVISORS YOU MAY SET WHATEVER OTHER DEADLINES YOU WISH - e.g. notecards, outlines, rough drafts, introductory paragraphs, etc. in order to facilitate the student's individual progress.

Attached you will find the evaluation check-list for the English grade. This should provide you with direction throughout the term as well as the tool for final evaluation. Bea will provide you with a copy of the Writer's Handbook which has also been given to each student. This will provide basic writing information as well as the format for the bibliography. The instructions for the glossary and footnoting procedures will be forthcoming.

The English advisor's final evaluation will be the fourth term grade for English. This grade should be submitted to the student's regular English teacher as soon as it is finalized. The regular English teacher can also average in any work for the fourth term which was done before the onset of the IDS program if he or she chooses.

There is an IDS bulletin board directly across from the guidance office. The IDS participants have been instructed to visit this board daily for any communication from advisors. Please use the bulletin board for such communication if you can't see the student personally beforehand. Advisors should also make a point of visiting the bulletin board each A.M. in case there's a student call for HELP.

SPECIAL NOTE: BEA AND PETE WILL BE COMMUNICATING WITH YOU FREQUENTLY, BUT PLEASE DON'T HESITATE TO CALL ON THEM WITH ANY QUESTIONS. Also attached, please find the IDS requirements which each student has received.

LANGUAGE ARTS REQUIREMENTS FOR IDS

YOU WILL BE RESPONSIBLE FOR THE FOLLOWING:

I. A researched report on a subject of your choice. This handbook will help you put it together.

II. A GLOSSARY containing at least twenty terms.

III. An ORAL PRESENTATION of one part of your primary research, laboratory experimentation, and/or practical application.

A. This oral presentation will be given for the entire IDS membership.

B. You should give a demonstration or use some other form of visual aid as part of your presentation. For Example:

1. charts, maps, pictures
2. perform a simple experiment or application of skills
3. show results of experimentation or application

C. Do not write out your presentation. Instead tell the audience about your subject. However, you may use note cards for sequence.

D. You may want to go over your presentation a few times before the day you give it. Don't hesitate to ask for help.

E. You should try for at least a five minute presentation. However, fifteen minutes should be the maximum length.

F. REMEMBER: Do not read your research paper. Instead you are to talk about an interesting part of your research.

ORGANIZATION OF PAPER

PLEASE USE THE FOLLOWING AS A FINAL CHECK LIST BEFORE HANDING IN YOUR PAPER. ALL QUESTIONS SHOULD BE ANSWERED WITH "YES" FOR A WELL-PLANNED PAPER WHICH SHOWS THAT TIME AND EFFORT HAVE BEEN DEVOTED TO IT.

1. Does your paper have a cover?

2. Does your paper have a TITLE PAGE which includes the title of your paper, your name, and the date on which the paper is due?

3. Is your paper written neatly in ink or typewritten using double-spacing and a dark ribbon?

4. Have you used only one side of each sheet of paper for ease in reading and correcting?

5. Does your paper include footnotes when necessary in the requested form?

6. Have you included a bibliography at the end of your completed paper using the requested form?

7. Have you included a glossary of terms?

8. Have you thoroughly checked the content of your paper?
   a. introductory paragraph
   b. developmental paragraphs
   c. concluding paragraph

IF YOU CAN ANSWER "YES" TO THE ABOVE QUESTIONS, YOUR REPORT IS READY TO HAND IN WITH PRIDE AND THE KNOWLEDGE THAT YOU HAVE DONE YOUR BEST.

I D S
EVALUATION OF ENGLISH
GRADE

I. PAPER (100)

A. Organization - 20 points

Degree of development of ideas; quality of paragraphs and transitional sentences which lead the reader to the next point; skill in introducing and concluding paper. _____

B. Sentence Structure - 20 points

Quality of punctuation and formulation of sentences; varied uses of clauses and phrases for interest and ease in reading. _____

C. Spelling - 10 points _____

D. Usage - 15 points

Skill in use of words; consistency in verb tenses; correct forms; correct capitalization. _____

E. Footnotes - 10 points

Correctness in form; use when necessary. _____

F. Bibliography - 15 points

Correctness in alphabetizing and entry information; sufficient and varied resources. _____

G. Glossary - 10 points

Based on twenty words - degree of definitive information in light of subject matter; accuracy in classification and alphabetizing. _____

II. ORAL PRESENTATION (100)

A. Organization - 25 points

Was the listener able to follow the presentation with ease? Was it in logical order? _____

B. Subject Awareness - 25 points

Were terms defined for the listener? Did the speaker demonstrate knowledge of subject? Did the presentation amplify some area of theIDS research? _____

C. Material - 25 points

Was the visual aid (s) neatly done and large enough for the audience to view with ease? Was it well constructed showing thought, effort, and imagination? _____

(continued)

D. Audience Awareness - 25 points

Did the presentation attempt to give information not generally known by the average student through classwork or general reading? Was the audience included in the presentation through frequent eye-contact and sufficient volume? _____

TOTAL FOR ORAL: _____

III. REMARKS:

Below are any suggestions or corrections pointed out or made by the English advisor which pertain to either the paper or oral presentation. Read these carefully for a better understanding of the evaluation. The paper itself may also contain constructive remarks. These should be read and understood as well.

IV. EVIDENCE OF EFFORT AND DISCIPLINE OVER AND ABOVE WHAT IS REQUIRED:

From one to ten points may be given any student who has displayed an earnestness and desire to succeed beyond scheduled appointments and required evidences of progress. These points are given at the discretion of the English advisor.

Points (if any) _____

TOTAL ENGLISH GRADE FOR IDS _____

ABSTRACTS OF CURRICULUM FOR THE GIFTED

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Barbara J. Aalpoel
Second Grade Teacher
North Easton Grammar School
Easton, MA

I used Renzulli's Triad Model and chose a language arts curriculum. I introduced many exploratory activities usually in conjunction with another lesson. For example, teaching palindromes as part of a penmanship lesson or studying the differences between a Tall Tale, Fantasy and a Folk Tale during a reading lesson. The children created a product for their work. Some of the products were two issues of a classroom newspaper, a TV adaptation of a Japanese Folk Tale called The Wave, a classroom election, and a play on the stage given for the other students at school.

I watched for student interest in a topic area. When I saw an interest which was expressed by one or more students, I provided this student or students with the space, time, resources and guidance for pursuing this interest. Some favorite topics of interest that were pursued in this manner were E.S.P., volcanoes, magic, astrology, and classroom elections.

One advantage of this curriculum model was that it provided an opportunity for any child in the classroom to pursue an interest, but, as might be expected, only a handful of the gifted/bright children took advantage of pursuing topics of interest outside of the regular curriculum. Many children in the classroom are passive participants rather than active participants. This would make an excellent study - the reason or cause that determines this difference.

Barbara Agostinelli
Guidance Counselor
L. G. Nourse School
Norton, MA

My case study was done with a first grade boy named Jimmy. Jimmy is reading at a fourth grade level, and is also a special needs child with an educational plan for remediation by a physical therapist in the areas of his gross and fine motor skills. I chose him because he is such a study in contrasts, gifted on one end of the spectrum, and well below his age and grade level on the other. My evaluation took the form of a neurological at Kennedy Hospital, a psychological, a reading evaluation, and meetings with the reading specialist, classroom teacher, reading supervisor, principal, mother, father and Jimmy. I saw the family on a regular basis over a period of 2 ½ months, but the evaluation itself began last fall. We focused on the child's needs, both academically and socially, as well as psychologically. We dealt with family issues, parental concerns, and recommendations were made in these areas, as well as plans made for summer activities and for his next school year. Jim received his reading instruction this year in the reading center on a tutorial basis. Next year he will receive it in a higher grade level with one or two other children. His mother was put in contact with parents of other gifted children in order to form a support group.

Jimmy will continue to be seen in school this year and next. The family will be involved with his plan and the counselor.

Dolores Audet
Science Teacher
Qualters Middle School
Mansfield, MA

The program I developed was an after school activity for one gifted student. He was a student I taught Science to last year.

When I started this project I wasn't sure just who I would find to work with. Although I have some students classified as gifted I didn't find it to be so in Science.

I knew I wanted to do something beyond the classroom curriculum. A program that would be of special interest to the student I worked with. So it wasn't really necessary to choose from my seventh grades.

I spoke to John (an eighth grader) about working on such a program with me, after school. Our program took awhile to get off the ground. Although John said he was interested at first he would sometimes miss class appointments because of other commitments.

We set up a schedule to have class meetings after school on certain days when we were both available. We did get to meet a few times during the school day when we both had a free period, but the majority of the time our class meetings were after school. Our classes usually ran an hour, sometimes longer, depending upon how involved John was in his work.

Our program ran well. I used the Enrichment Triad Model by Joseph Renzulli because I could adapt it to my needs. Following Renzulli's Type I enrichment, John chose the topic of study he

was most interested in researching. This was the Ion Rocket.

One of the activities in the project was a visit to the Science Museum, devoting special attention to Rockets. John did a research report giving information on the Ion Rocket, with illustrations. He concluded it with his own ideas and theories. John also did a project where he made a workable miniature Ion Rocket. At this point we combined a project he had been working on at home (on his own) to the project he was doing with me. Instead of setting up the Ion Rocket as the directions showed, John altered the plans to connect his homemade engine to the Rocket.

At the conclusion of the project John's rocket will be put on display at the Middle School along with his research. John plans to be available for a few periods during the day for those students who want to ask questions. He will also hand out information he has put together for others who may want to make an Ion Rocket.

In all, I feel my program with John went well. We worked well together. He showed a great deal of interest and enthusiasm. This, by the way, was one of my concerns at the beginning of the project since John is no longer a student of mine and no marks were involved. However, John is a highly self-motivated person who wants to learn for learning's sake.

I did run into one minor problem. On occasion our classes after school were interrupted by students who came in for extra help or I would have taught a straight six period day. On these days I found myself very tired and not mentally attuned to John's work. Fortunately, John could continue on his own when these

problems arose, as long as I was there for direction and advice.

If the opportunity arises I will set up another program for any student gifted in science. I think the next time I would try to choose someone I was teaching at that time. This way when there was extra time in class, he/she could carry the project into the classroom. Maybe this way I could give them more of my time.

Kathy Carney
Math Teacher
Norton Middle School
Norton, MA

The curriculum our sixth grade team developed was a five week pull-out program. An initial pool of students was nominated through our identification process. This initial pool was then given an independent research outline in which they had one week to write a one page report on what they wanted to investigate and why. Anyone failing to complete this task was automatically eliminated from the program. This assignment was to see if a student had task commitment.

For the remaining four weeks each student worked with an advisor. With the advisor a goal was established. Each student was excused from one academic period a day to work on his/her project. Monitoring was done on a bi-weekly schedule or more frequently, depending upon the student's progress and individual needs.

The two topics that were chosen by my two girls were animation and witchcraft. Anne's goal was to study the process of animation and study the contributions that Walt Disney made to this area of art, and to apply her knowledge to the making of her own film. She researched the topic and Walt Disney's life first and then worked with a high school senior who acted as her mentor. This senior was able to discuss with Anne possible problems and techniques she could use at home as he had made several animated films. His twenty minute film was shown to the entire team. Anne is still in the

process of making her own film.

Jane narrowed her topic down to the Witchcraft Hysteria in Salem, Massachusetts. She had several changes in her objectives. She had difficulty organizing herself and determining a final project, which was to be a visual display. Jane realized while she was doing this research, the topic of witchcraft was not particularly interesting to her. She had romanticized about witches and the occult. Her interest really was just in unusual happenings. As she herself evaluated this problem, she vowed that next time she would really make sure there was enough information on her topic and she really did want to pursue it before beginning the project.

Mary Conroy
Guidance Counselor
Norton Middle School
Norton, MA

Poetry and literature have to be an experience unique to each individual. The teacher's job in teaching poetry should be to make a student aware of his own feelings - the student's feelings - free him from thinking that he should like anything simply because he or she ought to like it.

The teacher can help by providing a context, a point of view, and logical analysis, but the poem itself comes from inside the individual - each unique experience never again the same even for the same poem and the same individual. The best poems will force themselves into our consciousness long after the reading.

The above summarizes a lecture given by an English teacher to an 8th grade class. Those interested in forming a "poetry group" were asked to sign up. Two girls, Anne and Jane as well as one boy, Charles did so. (Charles never showed up for the classes and since has been in counseling. He too is gifted but is unable to accept the fact. Peer pressure was the reason he dropped out.)

The project included therefore, two 8th grade girls, Lisa a mentor from Wheaton College and myself. Poetry and journals were written and discussed. Oral reading of poetry was difficult at first. Criticism as well as praise was a necessary part of the session. Corrections had to be made, discussed, and written. Part of the session was to show the girls how to write a journal and how it differed from writing a diary. This they liked very much.

Part of the project was to go to a morning Poetry Workshop at Wheaton College. Here Anne and Jane were able to speak to college students who write poetry and meet Martha Loom, a poetress from Harvard University who was conducting a poetry reading. The girls found this exciting and most interesting.

The girls have expressed the desire to continue this project until the end of May.

This Poetry Project for me also, has been exciting and stimulating. I spend most of my time as a counselor, working more with the behavior problems. This has been a welcomed treat.

Frank Feeney
Remedial Reading Teacher
Norton Middle School
Norton, MA

Based on Renzulli's Triad Model my project consisted of three areas: Exploratory Research, Process Training and a final Product.

The student, Mark, participated in an exploratory study of the life of John F. Kennedy. He was able to choose any aspect of Kennedy's life he wished. Basically, this was a type of "pullout" program. Mark was released from his English class three days a week. He was given a pass to the library and worked independently on his research.

Throughout this period of exploratory research, Mark and I interacted many times during his working "free" period and after school. It was at this time that Type II activities described by Renzulli were initiated. During frequent conversations I posed questions on the life of J. F. Kennedy that prompted Mark to go beyond the literal level of comprehension and advance his level of thinking.

The third type of activity in the project was the "Product" as described by Renzulli. In this activity Mark was to design a slide presentation and an accompanying cassette illustrating the research he discovered.

The culminating event had Mark scheduled to present his independent study to the students of grades five and six in our school. After this he was to donate the slides and cassette to the Norton Middle School Library for further use by teachers or students. In this manner the "product" was available to anyone who wished to use it.

G. Peter Holster
Science Teacher
Norton Middle School
Norton, MA

The concept expressed within this paper involves a middle school program for gifted students that was based on a small group (six students) investigatory (scientifically oriented) enrichment model. That is, the gifted students selected by a five step identification process were given an opportunity to study a real problem, weather, in greater depths than possible in a normal classroom.

A secondary aspect of this program is that the students were able to pursue this study at their own rate following an established curriculum written for the students as a methodology of study. This self-disciplined study is performed without the presence of a teacher but under his direction in a resource room that was designed particularly for this program by the teacher.

This paper then presents a statistical analysis or assessment of the program that ran for approximately six weeks. The assessment techniques involved were student unit or section tests, and an analysis of a pre and post test that was developed for the written curriculum.

Cheryl Jones - English Teacher
Mary Barrett - Math Teacher
Paula Stevens - Special Education
Easton Junior High School
Easton, MA

The project was set up for ninth grade students who were offered the opportunity of a gifted program. Two of the students were selected because they expressed a desire for a research project in English. The third student was chosen because of her obvious boredom with present day curriculum. Gone With The Wind and The Furies were the core curriculum works. Students were given in-depth instructions on preparing and presenting a research project.

Our primary model was Renzulli's Enrichment Triad, and additionally Bloom, West, and Tuttle, among others. After having agreed upon the common topic of the women's movement as evidenced in Gone With The Wind and The Furies, students researched and applied their findings to the novels proving the main characters were forerunners of the feminist movement. Part of the final evaluation was an oral presentation. During the project, students were excused from some English assignments. Class time, study hall time, and after school sessions were set up for the students to work on their projects.

Despite the fact that problems were encountered, the directed study provided an enjoyable opportunity for both students and teachers. All parties learned many new things that will assist them in future situations. An interpersonal relationship grew among the members of the group that normally cannot occur in the typical classroom setting. A new perspective was gained by both students and teachers on what learning is all about.

Jerry Norwood
Industrial Arts Teacher
Ahern Intermediate School
Foxborough, MA

The modification used was very narrow in its application as it relates specifically to an 8th grade industrial arts program, the Industrial Arts Curriculum Project (IACP), The World of Manufacturing. One of the laboratory manual lessons deals with a cost analysis of a fictitious product. It is a simplified lesson that does not directly relate to the work the students are doing in the shop.

In order to make this lesson more interesting and meaningful, it was decided to do a cost analysis on a product that the students were working on. Since my classes are, for the most part, made up of the academic under-achievers, I had to make use of the best students available. Four of the six chosen were very good students (academically), quick learners, and demonstrated an above average performance in the shop activities.

The selected students were to keep a complete record of the work activity of their respective classes during the manufacture of a particular product. In order to leave them enough time to participate with their class, I controlled the inventory of the materials, giving them a day to day accounting. Upon completion of the product, these students were to work out the unit costs. They were to analyze their results and try to evaluate what had happened and what could be done to lower the costs.

Two of the "teams" completed the work and were rather thorough in their evaluation. They pointed out to the class that their materials costs were the same for all of the classes and the total unit cost of material was reasonable for the particular product. They were quick to point out that the labor was the key problem - too much, too sloppy, and too long.

With these students leading the way, the rest of the class participated. They were aware that fewer students, working collectively, could have produced the same number of items in less total man-hours, with less waste, and with less non-productive time. Two of these students were able to visualize possible improvements in the production system itself.

This curriculum modification was successful in improving this particular lesson and gave these above average students a sense of doing something important but did not offer any outlet for their potential creativity.

Pauline Solmonese
Norton Middle School
Norton, MA

We found a need for a special and unique program for our gifted and talented students. After the careful selection of a pool of students based on high I. Q. we set up a Library/Skills Program for these students. Based on teacher evaluation those outstanding students from Library Skills were selected to work with teachers on a project of their choice.

My student Jane selected photography. She was a task-committed, enthusiastic, and very curious student. Our model being the Renzulli Enrichment Triad, we presented to all gifted students many activities and experiences which might interest them. From this Type I activity and from her own experiences Jane picked photography.

Jane and I attended a seminar on photography at Wheaton College. Jane was aided in her project by our science teacher in building a camera. A camera obscura was constructed at school. A pinhole camera was made by Jane at home and photos taken with it. The photos she later developed along with slides she had taken.

I was very pleased with the project. Jane was an extremely talented child. Her oral presentation to the whole team was well received and in turn provided a Type III experience. I would say that it was a beneficial learning experience for both of us.

Beatrice Smith
English Teacher
Norton Middle School
Norton, MA

This project involved working with four eighth grade girls who had been identified as gifted through the Norton Middle School's established procedures and their writing ability as demonstrated in the English class. Using their English class time, they adapted a book into a two-act play. The book, The Cat Ate My Gymsuit, offered some unique challenges to the young writers in that it is written in the first-person, relegating supporting characters to mere description by the main character, Marcy. The Diary of Anne Frank, part of the eighth grade curriculum, was used as an example of a dramatic adaptation from a literary work written in the first-person.

After discussions of dramatic license, scene consolidation, character development, and use of dialogue and action to convey ideas, the students set about outlining key scenes. Some characters' roles were enlarged while others were deemed unnecessary to the project. The students decided on the strongest personality traits of their central characters and developed dialogue and stage directions that would convey these to an audience. As in the dramatization of Anne Frank, the students adopted the "flashback" as the method for "setting the stage" and establishing the central conflict, which centers around the firing of a teacher who has endeared herself to her students through understanding and some "unorthodox" methods of "reaching" her students.

The students worked for five weeks, one period a day, on the actual playwriting. Recently, a former storeroom in our school was

converted to a resource room which includes tables, chairs, and a typewriter, and the playwrights used this facility during their release time from the English class. They met with this advisor during lunch, after school, and at times during the regular class when it was not disruptive to the other students.

The story was a perfect vehicle for these particular students in that it centers around a phenomenon not unfamiliar to at least two of the girls in particular. The main character, Marcy, is bored with school; and it is only after her experiences in Miss Finney's class that she becomes aware of herself as a worthy human being, and school becomes a joy instead of a drudge. These girls, too, often struggle with boredom in a classroom due to their quickness to grasp standard fare and the few opportunities for challenge after proficiency has been established.

Not only was there strong identification with the problems of the central character, but the secondary characters, including students, parents, and school authorities, offered the girls a means to express their views on their own school and home experiences. The humor in the story was aptly translated to the dramatic work as the girls used some rather sophisticated satire to play upon the seeming absurdities within their own academic setting. Hardnosed parents and administrators became their foils; the students, an understanding teacher, and a "liberated" mother emerged as their heroes. This treatment, albeit a bit one-sided, resulted in a positive experience which allowed these students to make a personal statement through artistic means.

Jackie Tausek
Language Arts Teacher
Norton Middle School
Norton, MA

We decided to initiate an independent study program for the nine sixth graders we identified as gifted and talented. Our identification process included the Otis-Lennon I.Q. scores, the S.A.T. scores, past and present performance, teacher nomination, and an evaluation of individual task-commitment.

These youngsters self-selected into the program by completing a written description of a topic of their choice they would like to research for the next six to seven weeks. These youngsters were released from a designated academic class each day and were not responsible for the material presented. Each youngster was assigned to a teacher on our team who acted as resource person--motivating, guiding, and encouraging.

Research was as individual as the youngster, his/her topic, and his/her needs. The topics included First-Aid, Photography, Animation, Witchcraft, Cheyenne Indians, Track and Field, Women in Sports, Solar Energy, and Heart Worm. The youngsters made cameras, models, a diorama, transparencies, stick figures, posters, charts, showed films, displayed dolls, and dressed in costume. All of these were representative of the various and unique gifts each youngster possessed.

Each youngster was also responsible for an oral presentation which he/she gave to the 100 youngsters in our unit. This was a worthwhile experience for both the presenters and the audience. We feel the gifted need this audience and the audience benefits from these peer presentations. This also helps to eliminate a feeling

of elitism when the knowledge is shared.

The program, as a whole, was very successful and far outweighed any limitations. There were limitations, especially the imposed time allowance of the mutual availability of teacher and students. We hope to correct the limitations in future programs. We had the youngsters on our team evaluate the research and oral presentations of their peers and the response was unanimous--"Yes, do it again next year."

Leonard J. Yutkins
Mathematics Teacher
Foxborough High School
Foxborough, MA

A program for gifted and talented students has been proposed for Foxborough High School. As part of the preparation for the implementation of that program, a student was selected to work with a teacher on an enrichment project. The teacher selected the student based on his classroom observations of the student. The student's record indicates that she has a high I.Q., scored on the 99th percentile or the 9th stanine on all areas of the Iowa's and the CAT.

The project was to keep statistical records of the varsity softball team of which she is a member. The student learned how to compute the statistics, prepared computer programs to analyze the statistics, and kept the team's records current. A final report is to be prepared for publication in a student mathematics journal.

Since the project has not been completed, a final evaluation has not been prepared. However, certain problems have been discovered in the program. The project proved to be too ambitious for the time allotted. Meeting time between student and teacher was handicapped by the busy schedules of both parties. Realistic planning is critical to avoid frustrations of an incompleted project. Use of class time would help alleviate some of these constraints.

COUNSELING

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Janice Burkhart

This section was developed by three counselors in the Norton Public School System as a philosophical basis for the counseling program they are beginning for gifted students in their system. It may serve as a model for other systems as well. For further information you may contact Janice Burkhart at the Solmonese School, Norton, MA or Barbara Agostinelli at the Nourse School, Norton, MA.

Individual and Group Counseling for the Gifted

The gifted student is a person who poses unique problems for the teacher and the school counselor. The gifted child is often considered egocentric, demanding, assertive, discourteous, indifferent to parents and teachers suggestions, etc. The counselor faced with a student displaying some of these traits should at least consider the possibility that the symptoms are part of a larger picture of original questioning and independent creativeness. Creative energy can be either constructive or destructive and very definitely requires channeling.

The goal of counseling is to help all individuals adjust and grow within their environment. The services of the counselor should contribute to maximal self-development for every person.

Counseling must be conducted at an individual level. It is a means of assisting people by working directly with them on a one to one basis or in small groups. Counseling most often focuses on special concerns of the student. Since counseling offers an individualized approach to helping children develop and change, this process should

offer many opportunities for gifted children to know and accept themselves. A common counseling goal is the development of a positive self-concept. Small group counseling may be especially helpful in giving individuals an opportunity to interact with others and to grow personally and socially.

Since the term "gifted" is often defined in terms of being removed from the norm, it is not surprising that problems of isolation, boredom, non-conformity and resentment are associated with the gifted. These students are often in situations that do not meet their social, emotional or intellectual needs.

A lack of peers contributes to a lack of communication. Yet gifted students need to communicate with others who have similar needs, interests and abilities. Lack of communication can be a basis for social maladjustment.

In one to one and group counseling contacts, school counselors can offer gifted students an opportunity to share their personal concerns. However, it can be difficult or uncomfortable for some youngsters to express these private matters. Since gifted students are often skilled in writing, personal essays, poems and journals, these can be used by counselors as a means of student self-exploration and a reference point for follow-up sessions.

By having students write about these areas and by using these poems and journals as stimuli for personal sharing or counseling interviews, school counselors can help gifted and talented youngsters in the

powerful, complex process of emotional development and the sensitive painful search for personal beliefs and values.

Besides individual counseling, group counseling is one way of developing and maintaining a value system in gifted children. We quote from Gowan and others (1967) on the subject of promoting creativity through increasing mental health and better attitudes:

> "Creativity in gifted children is a cycle which must be stabilized if it is to function. The down phase of the wave often consists of hostility, resentment or other destructive tendencies, which if persistent will dampen out the creativity cycle. It is here that gifted children need support - large quantities of it - not for the eradication of emotional problems, but for the positive mental health which one must have to be creative at all." (Gowan and Demos, 1967)

Of course it goes without saying that individual and group counseling sessions are important for all gifted students and not just for the creatively gifted.

The authors view group counseling as an important component of our "Norton Plan." These children are often viewed by others and view themselves as different in the negative sense. They may have a problem of communicating with peers and may become anxious, fearful, unable to use their potential, and need help in order to comprehend and accept their uniqueness.

Gifted children profit greatly from counseling at the elementary and middle school levels, particularly when they can share and interact with other gifted students. Self-knowledge, self-responsibility and implementation of choices should be a basis for this type of counseling. As students begin to understand their talents, they

can be helped to make appropriate choices. Group counseling approaches to the gifted offer the counselor opportunities to act in demonstrating his/her own openness and honesty in dealing with their problems. These students arrive earlier at an awareness of human problems, of values questions and of their need to search for meaningfulness. They also develop socially and emotionally over a longer period of their lives and to higher levels of social responsiveness and responsibility. This longer developmental range indicates that they have a longer need for supportive guidance. These children can profit greatly from the availability of a person and a group with whom they can relate warmly and discuss problems as they arise. Group counseling offers them a forum within which they can appreciate who they are, what they are, and what they can be.

Parent and Teacher Workshops

A good counseling program does not omit workshops and support for parents and teachers. This is critical to any problem that is going to be successful.

All too often parents of gifted children feel alone with overwhelming problems. They cannot talk to neighbors who may feel that the parents are boasting about the child. They don't know what services are available in the area. They are often afraid to make their concerns known at school because they feel this will be viewed as "pushy." They are unaware of how to handle a child who is in many cases, brighter than they are. For all these reasons, and

probably as many more as there are gifted children, parents need a place to meet with others who share their concerns; who will listen sympathetically to the problem; who will have information about resources to share; and with whom they can express their concerns without being afraid of ridicule. Support groups for parents can provide all these things.

Likewise, support groups for teachers can be very helpful. They offer teachers a chance to: learn about gifted students; share ideas and materials; ask questions about particular students; share frustrations with a sympathetic group; and get help with difficult problems. The counselor can be very instrumental in providing help in this area.

Career Awareness for the Gifted Child

It has been said with considerable justification that gifted children are the most disadvantaged of our school population. One has only to survey the variety of programs for exceptional children mandated in most states to see how low a priority is assigned to special programs for the gifted. In this regard, career awareness for the gifted must be included in the "Norton Plan" for the gifted in the elementary and middle schools. It is our feeling that the sooner these children are exposed to a broad range of career opportunities, the sooner they will grasp onto some directions for their talent. This type of program conceivably could prevent some drop outs or burn outs among these students, exciting their interest in working

toward a career goal rather than floundering in a curriculum for which they have little or no interest or one which they find not challenging. They should also become aware of the broad range of choices that are available to them specifically because of their giftedness. In this regard, we plan to introduce these children to mentors, provide them with "hands on" experiences, field trips and bring guest lecturers to the school to address them. Career awareness is absolutely necessary in enabling these children to develop to their fullest potential and must be an integral part of any gifted and talented program.

PARENTS

Parental Involvement

Throughout the Project, parental support and involvement have been encouraged. Information from parents is sought during the identification procedure. Group meetings for the parents of identified middle school students are conducted, and a parent representative from each town participates on the PRISM Advisory Committee.

Parents of identified middle school students will have the opportunity to participate in the following:

*Parent Meetings - Guest speakers and discussion groups helped parents gain more understanding of their gifted and talented children.

*Parent Organization - Parents were encouraged to form their own organization with initial guidance from PRISM staff. The organization gradually assumed responsibility for arranging after-school mini-courses for gifted/talented students.

*Resources for Parents - Books and materials of interest to parents of gifted/talented children are available from both the PRISM office and the middle school libraries.

*Parent Information Booklet - Compiled by the PRISM staff is distributed to all parents of identified students.

EVALUATION

Overview

The primary goal of PRISM was to do in-service training and provide support for classroom teachers.

In light of this, the project staff along with the Project's evaluator, Dr. Ronald L. Nuttall of Boston College, developed the PRISM Curriculum Rating Scale (PCRS) (see appendix for sample). This instrument was used to evaluate whether teachers who received in-service training differentiated curriculum more frequently for their gifted students than non-trained teachers. As comparison groups we used two communities who had no gifted program and whose teachers had received no previous training in Gifted education. In return our project staff offered free in-service training to the teachers in these communities after our data was collected. We were also able to collect data from the fifth grade teachers in our own communities before they participated in any training so that we had internal control groups as well as external comparison groups.

The Sample

The first step in the evaluation was to select three groups of students, a "gifted" group and average group and a low group. While we were concerned with responses only for the gifted group, we included the other students as distractors, so teachers wouldn't be aware of the purpose of the survey. In the four PRISM communities the process for selecting the gifted group followed the

identification process already explained. The other two groups were selected solely on the basis of standardized group achievement and IQ test scores. The average group was chosen based on the mean score on the tests for that particular school. The low group was selected by choosing the lowest scorers in the class. Each group contained an equal number of students. Guidance counselors checked over the lists before they were distributed to teachers to make sure the children selected really did fit into the group to which they were assigned.

In the external comparison groups the "gifted" population was identified the same as was the other two groups, through performance on test scores. We chose students who reached the ceiling score on the group tests. While we realize that this was not a thorough way to identify each school's gifted students, it was the only method available to us. We did check with guidance counselors again to make sure our population was appropriate for the group and found that most of the students we identified were already considered gifted students. Although many underachieving gifted students may have been overlooked by this procedure, we did get an adequate number of students for the purpose of our evaluation.

Procedure

Each teacher was given a PCRS form to fill out for the selected students in his/her class. The teachers were told that the surveys were from the state department to gather information about what kind of services a random sample of students were receiving. (No titles

appeared on the surveys.) In the four PRISM communities data was collected on the same children from their fifth, sixth, and seventh grade teachers. In the comparison communities data was collected from fifth and sixth grade teachers.

Results

After the second year of operation the evaluation results showed that the trained teachers differentiated significantly on three of the four variables in which we were interested. (Mentor $p < .001$; Adapted Classroom Curriculum $p < .01$; Learning Contracts $p < .05$; Mini-courses - not significant.)

For more complete details of the evaluations see PRISM's separate Evaluation Report booklet.

ADAPTING THE PROGRAM

Before You Start -

Programs for the Gifted involve political as well as educational concerns. In order to develop a comprehensive program for gifted students, the school system must be prepared to make some major changes, especially if there is to be a mainstreamed program.

Before starting a new program a major needs assessment should be done to find out exactly what is already being done for gifted students. It is also important to assess exactly what kinds of changes teachers are willing to make and what their feelings about gifted education are. The following questions should also be answered:

1. Is your community ready for educational innovation?
2. Are present mandates for special needs students being implemented efficiently and effectively?
3. Are there positive feelings existing between school committee, central administration, mid-level administration and teachers?
4. Are teachers presently working under a contract?
5. Are parents supportive of or antagonistic toward school system in the whole?
6. How well do various levels (elementary - middle/junior high - high) work together within the system?
7. How much is the general community involved in the educational system?
8. What are the strengths of the system on which a new program could be built?
9. Who is the interested group of people within the system that's willing to help develop a new program?
10. Are the people who are going to be asked to work in the program represented in the planning stage?

Beginning a program in a community with severe political problems; dissatisfaction with the present educational program; and/or teacher unrest will doom it to failure.

While administrative support is important to any new program, a mainstreamed one must also have the cooperation of the teachers involved. The assumption that all teachers will immediately respond positively is a false one. Most systems have staffs that can be divided into four groups:

The A group: Mention an idea to these teachers, and they're ready to start.
The B1 group: They'll try an idea if you'll help.
The B2 group: They'll try an idea if they've seen it work.
The C group: They're happy with what they're doing, and don't want to change.

The A and B1 groups are the ones with which to begin working. Gradually these groups will begin helping the B2 group to adapt to the change. The C group will probably be unwilling or unable to participate in a mainstreamed program. The staff must be assessed before a program prototype is selected because if your staff is predominately a C group a mainstreamed program will be inappropriate.

Implementing the Program

Training

If a mainstreamed program is selected, teacher training must begin as soon as possible. The most successful training models begin with teachers who volunteer to be part of a new program (the A group and B1). The person chosen to conduct the training must

have both a theoretical and practical knowledge of gifted education. Qualifications should include:

1. Regular classroom teaching experience preferably at the grade levels of teachers to be trained.
2. Graduate degree or extensive graduate course work in Gifted Education.
3. Experience in at least one gifted program. If program is to be a mainstreamed one, trainer must have practical experience in this area.
4. Previous teacher-training experience.
5. Thorough understanding of program implementation and change process in an educational setting.

Program Responsibilities

One person must be responsible for overseeing the educational needs for the identified students.

There must be some assurance that each identified child's needs are being met by at least one of the following:

1. Curriculum adaptation - regular classroom curriculum is expanded to reach the higher level thinking skills.
2. Independent learning contract - a learning contract based on the student's interests which stress higher level thinking skills.
3. Mentorships - by experts in a given field within the school system and/or community. This can include teachers of other grade levels as well as gifted high school students.

The person who assumes this role of supervisor must have:

1. Training in gifted education with a clear understanding of how curriculum can be developed to reach the higher level thinking skills.
2. Time to meet with teachers during their team meetings or free periods.

3. Positional power within the system to assure that the identified students are matched with teachers who will meet that child's needs.

4. Time to communicate successes and problems with parents.

5. Time to contact and screen resource people for mentorships.

6. Time to work with interested parents in setting up after school mini-courses.

7. Time to handle interschool communications links and be a community spokesperson for the gifted program.

8. Ability to have "quality control" over classroom adaptations, contracts and mentors.

It is vital that each district decide whether, how and by whom these tasks will be accomplished. We would like to stress that this must be a mutual agreement between administration and those individuals assuming the responsibilities. Randomly assigning someone to oversee the project without that person's full commitment is bound to have negative results.

Piloting

It may be best to get an interested group of trained teachers to begin some pilot projects before a program officially begins. This will help stir up the enthusiasm of other teachers and will also provide a way to deal with problems that inevitably arise in any new program.

Time Line

One of the most important aspects of a new program is to allow sufficient time for adaptation. It will take five to seven years

before a new program can become completely integrated into the system. A suggested time line might be:

1st year - 1. planning year only
2. needs assessment completed
3. gifted committee formed
4. program options fully investigated
5. decision on program prototype made including all parties to be involved

2nd year - 1. intensive teacher training

3rd year - 1. pilot program run and refined

4th year - 1. formal identification
2. additional programs developed
3. parent training

5th - 7th year - 1. program refinement and growth

APPENDIX

Project PRISM
Teacher Nomination Form

School_____

Teacher_____

Subject Area_____

List below the students that you feel are exceptional in the following areas. A student's name may be listed as many times as is appropriate. All categories do not need to be filled.

1. Fluency in verbal expression--large vocabulary_____
2. Extensive reading above grade level_____
3. Mathematical ability_____
4. Scientific ability_____
5. Analytical thinking--problem solving skills_____
6. Ability to transfer learning from one situation to another_____
7. Knowledge in wide variety of subject areas_____
8. Most independent worker_____
9. Most independent thinker_____
10. Most inquisitive_____
11. Perfectionist_____
12. Other_____

Sample Parent Letter

Dear Parents,

This year the _____ Middle School will be participating in Project PRISM, funded by a Title IV-C state grant. PRISM (Potential Realized through Innovative Support Models) is designed to help teachers reach the needs of students with superior abilities in either academics and/or art and music.

While we realize that all children have certain strengths and weaknesses, there are some who have abilities far above the average child. Often these children could benefit from some form of special programming. The PRISM staff plans to help each teacher identify such children and develop an educational plan for them that will enable the students to reach their full potential.

Since no one person can see all sides of any child, we feel that information from the parents as well as from the teacher is needed. If you feel that your child has an ability that is far above the average, please fill in the attached form. It is important that you list specific ways that you have seen your child demonstrate the special ability. Previous formal training in the area is not necessary.

The information you provide will be included along with information from others concerning their perception of your child's abilities and measures of the skills the child demonstrates. All this information will help us identify those children who would benefit from some form of special programming.

We do not want the students to become overly concerned with this process. Therefore, we ask you not to show or discuss this form with your child. Please fill it out confidentially if you feel your child possesses a special ability and return it in a sealed envelope by mail, no later than _____.

Again, we want to stress that these forms should only be returned if you feel your child demonstrates a special ability that is far above average.

Sincerely,

School Principal

Nomination Form - Parents

Student _____

Parent _____

School _____

Does your child exhibit talents, skills, or interests that you feel are exceptional or unusual?

Yes No Sometimes

If so, what are they?

Give specific examples of behavior that illustrate these talents, skills, or interests. (If more space is needed - use reverse side.)

Are there any other persons in the community who might be aware of your child's talents, skills or interests? If so, please provide the following information:

Name _____

Address _____

Relationship _____

Students' Information Sheet

School _____

Homeroom _____

Read each statement and write down the name of the person in the sixth grade whom you think the descriptions fit the best.

The same person may be nominated for more than one description.

Write your own name if you think the description fits you best.

You don't need to fill in all the spaces if you can't think of anyone who <u>really</u> fits the description.

You will have as much time as you need to finish. Do not hurry.

<u>Who in your class</u>....

1. Comes up with the most original ideas _____
2. Has the best sense of humor _____
3. Thinks for him/herself _____
4. Tells the best stories _____
5. Is the best artist _____
6. Is the best musician _____
7. Is easiest with whom to work _____
8. Enjoys working alone _____
9. Can organize and run activities well _____
10. Enjoys working with mechanical and scientific things _____

Interview Form

Student Interest Inventory

1. What subjects in school do you find most interesting right now?

2. What are some of your favorite activities outside school?

3. Pretend that you can invite any person in the world to be a teacher in a special program for two weeks. Who would you invite?

4. What are some things you really wonder about?

5. If you could take a trip, what would you like to see, or hear or do?

6. Pretend that you are going to have a day to go to any place where people work and find out about the jobs they do. What kind of job would you like to visit?

CASE STUDY SHEET

Name_____ Subject Area(s)_____

Age_____ Teacher in Area_____

School_____ H.R. & H.R. Teacher_____

Grade-Team/Div/Hse_____ Date_____

NOMINATIONS	TESTING	ADDITIONAL INFORMATION
6th Grade Classroom Teacher Area Ques. # # of Noms.	Group I.Q. Date _____	Teacher Rating Scale
Specialist Area # of Noms.	Achievement Date _____	Learning Style Inventory
Parent Yes _____ No _____ Area	Ravens Date _____	Interest Inventory
Peer/Self Total # of Votes _____ Ques./Votes Ques./Votes Area:	Other	Interview with Student
Other 5th Gr. Classroom Tchr. Yes____ No____ Community Person Yes____ No____ Area	Creative Assessment Area Product Yes_____ No_____ Interview Yes_____ No_____ Workshop Yes_____ No_____	Quotable Quotes

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Guidelines for Preparing Art Products

Pick the kind of products you most enjoy making and hand in all of the types named under that heading:

for Drawing do:
1 drawing showing perspective and
1 figure drawing and
1 drawing of any thing (open choice)

OR

for 3-Dimensional work do:

1 realistic sculpture in any material and
1 abstract sculpture in any material and
1 free choice sculpture

OR

for Painting do:
1 watercolor and
1 painting in any other medium

Please put your name on the back of your works so it cannot be seen.

Give your works to your homeroom teacher by January 6, 1978. If you need paper, etc., talk to your homeroom teacher.

You may hand in art products that you have made in school, at home on your own, or new ones just for this purpose. If you have a favorite work of art that isn't listed above, bring it in also. All products will be displayed in the Middle School during January.

Music Identification

Criteria for Gifted and Talented Choral Students

1. Ability to match pitches accurately
   Ability to repeat intervals
2. Ability to perform several moving notes against a second moving part
3. Breathing technique sufficient to successfully sustain an average vocal phrase
4. Buoyant quality to the tone
5. Good melody retention
6. Awareness of how written music functions (i.e. a kind of graphic code, etc.)
7. Ability to concentrate
8. Consistent and dependable (within reason for the age)
9. Interest in music in general

Criteria for Gifted and Talented Instrumental Students

1. Good working knowledge of the instrument (two octage range, correct fingerings, etc.)
2. Good breathing technique
3. Good sight reading ability
4. Knowledge of key signatures and accidentals (up to 2 b's and 2 #'s)
5. Ability to play correctly and in correct time
6. Good practice habits, attendance to lessons and rehearsals
7. Not challenged by band material
8. Desire to do more than is required of them in lessons and band

PROJECT PRISM

RATING SCALE: ART PRODUCTS

	1 (low)	2	3	4	5	6	7	8	9	10 (high)
DRAWING										
proportion	—	—	—	—	—	—	—	—	—	—
forshortening	—	—	—	—	—	—	—	—	—	—
movement of action within figure	—	—	—	—	—	—	—	—	—	—
line quality & variation	—	—	—	—	—	—	—	—	—	—
shadow systems	—	—	—	—	—	—	—	—	—	—
contrast	—	—	—	—	—	—	—	—	—	—
originality	—	—	—	—	—	—	—	—	—	—
3-D WORK	1	2	3	4	5	6	7	8	9	10
use of positive & negative space	—	—	—	—	—	—	—	—	—	—
control of the medium	—	—	—	—	—	—	—	—	—	—
surface variation	—	—	—	—	—	—	—	—	—	—
action & movement through the use of varied shapes, sizes or linear quality	—	—	—	—	—	—	—	—	—	—
PAINTING	1	2	3	4	5	6	7	8	9	10
Originality	—	—	—	—	—	—	—	—	—	—
control of medium	—	—	—	—	—	—	—	—	—	—
brush or palette knife variation	—	—	—	—	—	—	—	—	—	—
balance	—	—	—	—	—	—	—	—	—	—
good design	—	—	—	—	—	—	—	—	—	—
use of color blends	—	—	—	—	—	—	—	—	—	—

PRISM Curriculum Rating Scale

We would like to ask you about one of your current or former students _____. Would you give us the information about this child and about the types of learning experiences the child had in your class?

Did this child have any of the following activities or learning experiences while in your class? Please check all that apply. (Note the definitions of some terms below.)

_____ a. was Core evaluated

_____ b. participated in a resource room

_____ c. was referred for special remedial reading program

_____ d. had a "mentor" work with him/her

_____ e. was referred for disciplinary purposes

_____ f. has a specially adapted classroom curricula to stress higher level cognitive skills

_____ g. participated in a bilingual program

_____ h. had an independent learning contract written for him/her (Could you give us a copy of any such learning contract?)
_____yes _____no

_____ i. participated in a "mini-course" during school hours

DEFINITIONS:

b. resource room - A separate classroom where students are referred for learning disabilities or emotional problems.
d. "mentor" - A person other than the student's regular classroom teacher who facilitates the education of a student beyond the regular curriculum on a one-to-one basis in the area of the mentor's expertise.
f. higher level cognitive skills - skills of synthesis, evaluation, and analysis according to Bloom's taxonomy.
h. independent learning contract - An agreement or educational plan designed cooperatively by teacher and student which takes into consideration the needs and interests of the student.
i. "mini-course" - A series of instructional sessions on topics not usually covered by the regular curriculum conducted by someone other than the student's regular classroom teacher.

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